

D. Length of each tutoring session.

Thirty-six hours of instruction will be provided two-to-four hours per week. The 36 hours will be in one or two-hour blocks of time, depending upon the maturity and/or availability of the student.

E. Grade levels served.

Sylvan Learning Center serves students in grades K-12.

F. Transportation.

Transportation arrangements will be the responsibility of the parent/guardian.

II. STAFF:

All instructional staff are fully certified by the Michigan Department of Education. In addition, upon being hired, all staff must successfully complete Sylvan's "Teacher Training and Certification Program". This training covers philosophy, methodology (including information regarding Sylvan's motivational system), and table management, i.e., how to maximize learning for three students at the same table, each working on his/her individual program. Additional training is provided in areas specific to each of the academic programs.

A full-time Director of Education is employed. She is a certified teacher with a Master's degree in education and experience both as a teacher and as a school administrator. In addition to her education and experience, she has successfully completed a one-week training course at Sylvan's corporate headquarters. She is responsible for the training and supervision of teachers and monitors student progress. She is on-site during instruction to provide ongoing assistance and additional training, as needed.

As part of a national franchise organization, we are obligated to remain current with professional development provided by our "home" office. This is accomplished by attendance at regional and national conferences. Furthermore, corporate consultants are a phone call away, should assistance be needed.

III. PROGRAM EFFECTIVENESS:

Sylvan's balanced, research-based, personalized reading programs are directly aligned with the National Reading Panel's (NRP) research findings and recommendations. Of utmost importance is Sylvan's diagnostic-prescriptive model that determines a reader's needs and instructs accordingly, while balancing all the components that lead to comprehension.

All of Sylvan's mathematic courses are based on scientific research and are directly aligned with the National Council of Teachers of Mathematics' (NCTM) *Principles and Standards of School Mathematics* report released in 2000. The document includes six principles that define elements of high quality mathematics programs and ten standards that define the knowledge, understanding and skills that all students from grades pre-kindergarten through grade 12 should acquire.

Students enrolled in reading or math programs are pre-tested for grade-equivalent scores. Upon completion of 36 hours of instruction, they are again tested to determine their grade-equivalent progress. An increase in one grade level is guaranteed. If this is not accomplished, the student will receive 12 hours of additional instruction at no cost.

During the past 12 months at the Sylvan Learning Center in St. Joseph, the average growth for students was 1.6 years in reading and 1.7 years in math.

IV. EVALUATION/MONITORING:

Evaluation begins with the "Diagnostic Test", which is a battery of tests administered prior to enrollment. The purpose is to identify each student's academic skills, strengths and weaknesses. The information is used to develop the student's individual learning program. The tests are program specific. Nationally standardized test are used when normative data is desired. The tests include:

- California Achievement Test;
- Gray Oral Reading Test;
- Visual Efficiency Rating Apparatus;
- Classroom Reading Inventory;
- Comprehensive Receptive and Expressive Vocabulary Test; and,
- Whepman Auditory Discrimination Test.

Additional tests designed by Sylvan are used, such as the "Sylvan Word Analysis Test" to measure phonics skills.

Progress testing (California Achievement Test) is administered after 36 hours of instruction to determine academic growth and to compare the grade-equivalency scores with those at the time of enrollment.

The above describes the beginning and ending evaluation process. In addition, there is an ongoing monitoring of each student's program by the teacher. After the teacher provides instruction in each specific skill, students perform a number of learning activities, each of which is monitored and scored. Students must have a sufficiently high score on four-to-seven activities for a specific skill to be considered mastered. The next level of monitoring occurs after each six hours of instruction, at which time the Director of Education performs a "Prescription Quality Review". The purpose of this review is to assure that skills assigned to the student are appropriate and that the student is progressing according to expectations. Adjustments are made, if necessary.